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LIM 511/Instructional Strategies for Information Professionals

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Teaching Philosophy Statement

Philosophy Statement

My teaching philosophy entails fully investing myself with students and exhibiting vulnerability to connect with them on a deeper level. Establishing the rapport needed to foster trust and build stronger relationships with students will keep them engaged and aid in student success. I have used my vulnerabilities to connect with students who may be struggling with their search, during one-on-one sessions, which allows the student to trust any advice I provide. I encourage students to reach out to me for a personal consultation, instilling in them that personal assistance shows initiative and active participation in their educational journey.

In an era where we are experiencing exponential growth of information, use of social media, and the spread of misinformation, I believe that it is up to librarians, such as I, to cultivate digital and information literate students. I will support students academically by guiding them in becoming information literate through constructivism integrated instruction. Using autonomy-based constructivism, I will enable students to learn and build on existing skills, to actively construct the necessary tools that allow them to effectively use search strategies to locate, and efficiently evaluate sources. As such, this student-centered approach immerses students in the lesson – by engaging and generating a sense of ownership in the classroom that allows students to construct personal connections with the lessons and create a meaningful learning experience (Wang, 2011).

Online social media platforms have increased the demands of users, and the rate at which they receive information (Lamidi et al., 2014), providing instructional librarians with an opportunity to teach digital literacy concurrently with information literacy. The American Library Association defines digital literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills” (ALA, 2022.) By developing life-long learning and critical thinking skills, students incorporate new, relevant, and accurate information into their knowledge base founded through digital resources, cultivating information and digital literacy. With their new knowledge base, and ability to effectively locate and evaluate information, I believe that we can

produce a population that can contribute to conversations and publications of critical, challenging, and sensitive topics in an ethical and scholarly conduct.

I believe that there needs to be a positive and secure learning environment to retain attention, engagement, and maximize learning. I ensure a non-judgmental learning environment where students will feel safe developing their information literacy skills. I respect the personal experiences and cultural factors that bring diversity into the library and classroom and will continuously work to achieve diversity, equity, and inclusivity in my curricula and reference work. My commitment to DEIA initiatives will push me to pursue professional growth in this field, by keeping abreast of the latest policies and practices, through continuous education, attending conferences, and participation in discussion forums.

Philosophy Paragraph

As the cornerstone of higher education, I believe the fundamental roles of the library are to facilitate access to knowledge, foster diversity, equity, and inclusion, and cultivate information literate students. Using autonomy-based constructivism teaching methods, students will develop life-long learning and critical thinking skills built on existing skills, to use effective search strategies, to locate and efficiently evaluate sources. To maximize learning, I ensure an inclusive, non-judgmental learning environment, and respect personal experiences and cultural factors that bring diversity into the library and classroom.

Philosophy Sentence

My philosophy, as an instructional librarian, is to facilitate knowledge, foster diversity, equity, and inclusion, and cultivate information literate students through the development of lifelong learning and critical thinking skills in a positive and secure learning environment.

References

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